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Noticias de NACCS, vol. 38, no. 1, Pre-Conference 2009

National Association for Chicana and Chicano Studies

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**NOTICIAS DE****NACCS**

ESTABLISHED 1972

NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES NEWSLETTER

WWW.NACCS.ORG

Volume 38, Number 1, Pre-conference 2009

Saludos from the Conference Program Chair

By **Nohemy Solórzano-Thompson, Chair-Elect**

The year 2009 brings forth new challenges and the opportunity for new beginnings for Chicana and Chicano Studies and NACCS. As we all celebrate the inauguration of the first African-American President, we recognize that disparities in higher education continue to exist for minorities, and especially for those in Chicana and Chicano Studies. It was exactly forty years ago that students and community members in East L.A. led a series of walkouts to protest inequalities in the public school system. This act led to the creation of Chicana and Chicano Studies programs and departments in California and elsewhere. Things changed radically, and yet, our communities still face many challenges.

Today, our students continue struggling in public and private school systems; many of our communities are disenfranchised;

our youth is criminalized and incarcerated; those members of our community who are undocumented are threatened with violence and deportation after years of hard work; our queer brothers and sisters are attacked and murdered; farmworkers still die in the fields from exhaustion and pesticide poisoning; and our academic programs, scholars, and students, and student organizations face discrimination and prejudice everyday.

In this watershed movement, we move forth recognizing how la lucha continua now more than ever. And in order to



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ELECTIONS FOR NACCS BOARD TO BE HELD

Chair-Elect

(elect one – one year position)
Louis Mendoza
Devon Peña

At-Large Representative

(elect one – two year position)
Manuel Barajas
Daniel Enrique Perez

At-Large Representative

(elect one – two year position)
Michael Hames-Garcia
Karleen Pendleton Jiménez

Treasurer

(elect one – two year position)
Ana Juarez

Voting open. Closes March 3, 2009.
 Details at **naccs.org**

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Dr. Steve Casanova, Jan. 22, 2009: Presente

By **Dr. Patrisia Gonzales & Dr. Roberto Cintli Rodriguez, NACCS Members**



After a battle with cancer, on Jan. 22, 2009, Dr. Steve Casanova, 59, passed into spirit world. A descendant of the Canary Islands and an elder of Tap Pilam

Nation (Coahuiltecan), he was born and raised in San Antonio and taught in Ethnic Studies at Saint Cloud State University in Minnesota. We are both still stunned, but here we offer but a few words about this respected friend and elder.

Gonzales: The last time we were all together, we sang songs for friendship and the water with Steve Casanova. He brought his sacred prayer bundles to

open NACCS in Austin last year. As a Coahuiltecan-Comanche-Chicano elder and father, Steve had palabra. Now he will be guiding us all from the spirit world. A founder of the NACCS Indigenous Caucus, Steve Casanova, scholar, elder, and father has passed into spirit world. As an Indigenous Chicano scholar, he served as a bridge with American Indian Studies, inviting scholars such as Michael Yellow Bird, to co-present at NACCS and he presented numerous times at Indigenous studies associations. He was grounded in ceremonial lifeways of the Sun Dance and of his Coahuiltecan people. For the past several years, we have collaborated and presented with

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VISIT THE NACCS WEBSITE AT WWW.NACCS.ORG

An Introduction to Community Based Organizations in New Brunswick and the Greater New England Area

By **Démian Pritchard**, *East Coast Foco Representative and EC Foco Members*

As we approach the upcoming conference in New Brunswick, New Jersey, the East Coast Foco wanted to share some information about Latina/os in the Northeast. Although the region is home to generations of long-standing Latina/o communities, many people are often surprised by Latina/os' historical presence outside of NYC. In fact, there is consistent assumption of Latina/os' foreign-ness, and in these parts, we are often referred to as Spanish or Spanish Americans. As Latina/Chicano scholars in the Northeast, we have found that we have to advertise and introduce courses differently in our universities, emphasizing that we do not teach "foreign" literature (i.e., studies in translation) and that, in fact, what we teach is written predominantly in English by and about transnational "Americans."

Nevertheless, all along the east coast, and especially in the New England / Tri-State areas, immigrant Latina/o populations are the fastest growing demographic, and in the next decade, will change the historic face of Latinidad en el este. For instance, Latinos make up at least 16% of New Jersey's population.

Although the oldest Latina/o communities here are Puerto Rican and Dominican, the Mexican and Central American origin communities are growing rapidly – and, sadly, too often experiencing violent marginalization in terms of physical assaults as well as raids which are increasingly direct, deadly and devastating. The following links are news stories that demonstrate what immigrant communities are experiencing in the Northeast.

- **Murder of an immigrant in Long Island:**
<http://www.nytimes.com/2008/11/14/nyregion/14immigrant.html?ex=1384405200&en=a2b4623fb305e2f0&ei=5124&partner=facebook&expod=facebook>
- **Murder of an immigrant in Pennsylvania:**
http://youngphillypolitics.com/immigrant039s_murder_and_pennsylvania039s_hate
- **Raid of a public bus:**
<http://www.colorlines.com/article.php?ID=304>

Since the immigrant rights mobilizations from the last few years, organizations in the area have committed themselves to working with local Latino communities in order to support our sisters and brothers who are marginalized here. Below is a list of some of the organizations conducting such work, especially in the New England / Tri-State area.

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➤ *continued from page 1 (Saludos from the Conference Program....)*

continue the good fight, we need to draw from our own legacies to create the next forty years of Chicana and Chicano scholarship, activism, and history. The upcoming NACCS Conference will address the crucial question of what is the future of Chicana and Chicano Studies and Activism.

As the Chair-Elect and Program Chair for the 2009 NACCS Conference, I invite all of you to New Brunswick, NJ, to come and be a part of the ongoing discussion about the legacy, the present, and the future of Chicana and Chicano Studies and Activism. Now more than ever, we need your voice and input.

Thanks to the hard work of our peers who reviewed your submissions, we have prepared a stimulating and engaging program that showcases the best scholarship and activism today in Chicana and Chicano Studies. Our 2009 program includes the participation of both established and emerging scholars, activists, artists, and performers who will convene to make sense of our history and to also make history.

I hope to see you in New Brunswick. ¡Hasta la Victoria! ●

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NOTICIAS DE NACCS

Volume 38, Number 1, Pre-conference, 2009

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Noticias de NACCS is the official newsletter of the National Association for Chicana and Chicano Studies. Published four times yearly, with a circulation of 800, Noticias de NACCS includes current comments on Chicana and Chicano Studies, news of Chicana and Chicano Scholars, Association activities and more. Noticias de NACCS is sent to all NACCS members, outside subscribers, and selected non-subscribers.

Elections for NACCS Board Now Open

LOUIS MENDOZA,
*Candidate Statement for
NACCS Chair-Elect, 2009-2010*



Describe your past NACCS organizational involvement.

I have been an active member of NACCS for almost 20 years. I have served as the foco rep of Texas and the Midwest and I served as General coordinator of NACCS in 1998-1999. As GC I helped establish the foundation for the National Directory of Chicana and Chicano Studies programs, updated the voting regulations and helped publish the bylaws in a distributable format for all members. I have presented at NACCS Annual Conferences more than 10 times and as a faculty member I have always supported graduate and undergraduate students attendance and active participation in the annual conference. I

have also served as a panel reviewer for conference papers several times in the last few years.

Describe your contributions to Chicana and Chicano Studies.

As a student and then as a faculty member, my professional career has been defined by my engagement with the field as a scholar, administrator, and activist. All of my scholarship (articles, books, encyclopedia entries, reviews, etc.) addresses the Chicana/o-Latina/o experience in some form or fashion. The vast majority of my teaching in Departments of English has also been focused on Chicana/o literary and cultural studies, and the primary field of interest of most of the graduate students I have advised is also in Chicana/o Studies. I served as chair of the Department of Chicano Studies at the University of Minnesota for one term (3 years) before going on sabbatical. Upon my return, I accepted another administrative position in the Office for Equity and Diversity where, among other concerns, I seek to promote the diversification of faculty and the interests of gradu-

ate students through the establishment of a research institute focused on Equity and Diversity issues.

Describe your contributions to advance the interests and needs of the community.

As department chair, as former director of the Hispanic Research Center at UTSA, and in my own scholarship, and as part of my personal and professional commitments, I strive to promote responsible and equitable community engagement and promote greater institutional access for students. For many years, I have conducted K-12 outreach through the development of programs that bring our youth to campus and send university students into the community to provide mentoring and tutoring for college credit. I routinely give guest lectures on Chicana/o Studies topics in the K-12 system. This past year alone, after returning from a sabbatical in which I traveled through 34 states of the US by bicycle I have given more than a dozen community and school based presentations to youth.

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A NACCSista Speaks of Lessons Learned *By Josephine Negrete-Mendez, Past-Chair*

Some times I think the end came too soon. Other times, it feels like it didn't come soon enough. Still, there will be times when I know I will wax nostalgic for what was and could have been.

One thing I know for sure, though, is that time flies when doing scholar-activist work. The lessons learned have been plentiful and painful. Even with these experiences behind me, still I carry self-imposed pressures of accountability and regrets of unmet expectations. Invisible wounds in my soul from spoken and unspoken criticism of work not done and the dejection of not having achieved everything just right are embodied in me, until I have gained distance from the process through self-reflection. The pain feels like cactus needles piercing my flesh from duties left undone. It's difficult for me to rest alone on recognition of the successes and accomplishments bestowed upon us for our services. I end my term with some regrets. However, I take lessons learned from the hindsight of experience as I re-invest my love in NACCS. Even so, I depart from these duties with as much love as I brought into the post I assumed.

As Past-Chair of the National Association for Chicana and Chicano Studies, I have learned two important lessons: The first one has to do with my actions and the ability to understand that I was not able to be everything for everyone or that I could not always fulfill all that was expected of me. What I did, came from the heart ... what I was not able to accomplish was not because of disinterest or lack of commitment ... other priorities called for me to tend to obligations greater than the organization itself. To my colleagues on the Board, for having carried the load and for the support each of you gave to me, I am forever grateful.

The second lesson is one of patience and forgiveness. Although I'm still trying to hone the gift of forgiveness, I am learning that patience comes with the recognition that all of us do our activist work in different ways and with divergent degrees of commitment. Throughout these past three years, my service for NACCS has been about the "love-work." This is given in the greatest interest of all, even when excessive ownership and sarcasm creates negative environments around us or produces caustic ways of running an organization that compromises NACCS' vision for social justice and social change.

I do not regret any time spent doing NACCS work, I leave my post hopeful for the future of the organization. I end my tenure resting on the comfort that my colleagues, who have been elected to provide leadership in the organization, are realizing a vision of a relational collegiality that fosters a collective and collaborative practice to get things done. For that reason, I encourage those of you who have not taken the challenge to assume leadership to think it over and volunteer to do your part. Go beyond bringing your students to the conference, become Foco reps, run for elected office, and do your part to take NACCS to the next level of its development.

Past and current elected leadership have done much to professionalize and democratize NACCS. Now, it's time for each and every one of us to do our part.

Con amor y paz, Josie ●

Guidelines For Submitting Resolutions At NACCS

The following are the guidelines for submitting resolutions at the NACCS national conference. All resolutions must be submitted for consideration during the general business meeting and need to emerge from and be approved by the Focos, Caucuses, and Divisions. The Foco/Caucus/Division meetings are scheduled before the business meeting and will be the main avenue for processing Foco/Caucus/Division resolutions. Resolutions from the floor during the business meeting will not be entertained.

Foco Representatives and Caucus/Division Chairs are responsible for typing and submitting Foco/Caucus/Division approved resolutions to the NACCS Secretary before the national business meeting. Resolutions must be submitted by Friday, April 10 at 9:00 p.m. in the NACCS Registration desk area in an electronic format (jump drive (USB) or CD). You can email your resolutions to Resolutions@naccs.org as well.

All resolutions submitted must conform to the following rules:

- Resolutions must identify what Foco/Caucus/Division is putting the resolution forth;
- Resolutions must provide names of contact person(s) with phone numbers in case further clarification is necessary.
- If the resolution has budget implications, the resolution must include amount and purpose.
- The resolution must be worded in such a way that the implementation of such resolution be realistic in terms of funding requirements and logistics involved.

The Foco/Caucus/Division must take responsibility for wording its resolution in such a manner that it is actually a resolution and not a call for support on an issue relevant to only one region. Resolutions need to be edited in order to make sense. Resolutions must provide names of persons who are expected to act on behalf of NACCS and their professional or community affiliation.

Resolutions that do not meet the criteria will not be considered. Once the resolutions are approved by the Board, the NACCS Secretary will compile, duplicate, and distribute the Foco/Caucus/Division resolutions at the NACCS general business meeting.

A consent agenda format (all resolutions are approved automatically unless a member requests that a specific resolution be removed for discussion and vote) will be followed during the business meeting. Resolutions that are pulled from the consent agenda or do not make the consent agenda will be voted on by the membership within two months of the conference online. Members will have an opportunity to discuss the resolutions online. Details of this discussion will be forthcoming.

The location of available computers and other necessary resources needed by the Focos/Caucuses/Divisions to produce the resolutions will be announced and made available at the national conference site. Any questions should be directed to the Chair of NACCS or Secretary. ●

NACCS Student Presenter Conference Fellowship

In 2000 NACCS established a student housing subsidy to provide assistance to student presenters at the annual meeting. The fellowship marks an effort by NACCS to mentor students in their academic development by formally establishing the subsidy in 2001 as the Presenter Conference Fellowship for student presenters during the annual NACCS meeting. The Fellowship covers a one-night stay only at the conference hotel (Hyatt Regency Hotel) based on the single/double conference hotel rate.

Application Criteria:

- **current student member of NACCS.**
- full time registered student in an institution of higher learning.
- **been accepted to present research** at the NACCS Annual meeting.
- **stay for the duration of the conference at the conference hotel (arrive April 8 and depart April 12).**

- reside at least 100 miles away from the conference site.
- register for the conference.
- NOT received this award more than a total of two times.
- students are responsible for making their own hotel reservations.

Award of the Fellowship is based on financial need and regional location. On the allotment provided for the Fellowship, up to 20 recipients may receive this award for the 2009 Annual meeting.

You are required to attend the Award Luncheon to be recognized as a recipient. To be considered for this Fellowship, submit the following application by February 28, 2009. Recipients will be notified prior to the conference of their award. This is not a monetary award. This is an online application ONLY. Go to www.naccs.org to apply. ●

❖ CONFERENCE INFORMATION

Pre Registrants/Onsite Registration

Pick up of conference materials and onsite registration begins at 2:00 p.m. on **April 8th**. Later that evening we begin with a Welcome Reception. **Thursday morning, April 9th**, presentations will begin. Last conference activity will be **Saturday, April 11th**. Conference will close with a reception following the Business meeting.

Hotel

Hyatt Regency New Brunswick
Two Albany Street,
New Brunswick, New Jersey, USA 08901
Tel: +1 732 873 1234 Fax: +1 732 873 1382
<http://newbrunswick.hyatt.com/hyatt/hotels/index.jsp>

Conference Dates: For the duration of all conference events - arrival April 8, 2009 (onsite registration begins at 2:00 p.m. then followed with an evening welcome reception; presentations begin April 9th in the morning); depart (morning) April 12, 2009 (conference officially ends April 11th in the evening). The hotel will allow you to arrive beginning April 5th with the conference rate. For additional dates, please contact the hotel.

Please make reservations by March 14.

Rates: (not including tax)

Single/Double: \$129.00 Triple: \$129.00 Quad: \$129.00

2012, Social Justice and Activism ... *Murals in San Anto ...*
Academic Panels ... Noche de Cultura ... song, poetry, and art ... *Red Salmon*
Press, Wings Press ... Nationally renowned Chicano Keynote
speaker ... Premio de Aztlan ... other surprises ...



Interdisciplinarity Unbound: The State & Status of Chicana/o Studies in Texas

University of Texas at San Antonio – Downtown Campus
February 26, 27, and 28, 2009

Registration Fees: Community members \$10.00, Students \$20.00, and Faculty \$30.00. Register on site. For hotel information call Radisson Reservations Department at 210.224-7155 or Radisson Worldwide at 800. 333-3333, identify NACCS Tejas Regional Conference to receive group discount rate. For additional information email: Marie.Miranda@utsa.edu and josephine.mendeznegrete@utsa.edu, or call (210) 458-2637, Wednesdays and Fridays ... we will return your call.

Center for Mexican American Studies - University of Houston

2009-2010 Graduate Fellowship Program

Deadline May 30, 2009

The University of Houston Center for Mexican American Graduate Fellowship Program is designed to recruit outstanding students who have demonstrated an interest in the research, study and advancement of the Mexican American or Latino community.

Preference shall be given to students who plan to conduct research in the area of Mexican American or U.S. Latino Studies. Students who are pursuing an M.A. or Ph.D. in the College of Liberal Arts, Social Sciences, Education or Social Work are eligible to apply. Fellowships of up to \$13,000 per academic year and renewable for a second year, are awarded to students that are selected. Deadline for submission is May 30, 2009.

2009-2010 Visiting Scholar Program

Deadline April 15, 2009

The University of Houston Center for Mexican American Studies is soliciting applications for its Visiting Scholars Program for the 2009-2010 academic year. All interested scholars from relevant disciplines are encouraged to apply. Visiting Scholars receive a salary appropriate to rank and are expected to be in residence during the academic year. Priority consideration will be given to applicants who have specializations in both Mexican and Mexican American Studies and who have an interest in remaining at the University of Houston in a tenured or tenure track position after their one year residency as the CMAS Visiting Scholar is completed. Deadline for submission is April 15, 2009.

Additional information about the Graduate fellowship Program and the CMAS Visiting Scholar Program including the application process can be obtained by visiting the website at www.class.uh.edu/CMAS.

The University of Houston provides equal treatment and opportunity to all persons without regard to race, national origin, sex, age, disability, veteran status, or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title I of the Educational Amendments of 1972 and all other federal and state regulations.

Schedule

Wednesday, April 8, 2009

2:00 p.m. – 7:00 p.m. Registration
 3:00 p.m. – 5:15 p.m. Officers, Reps and Chairs Orientation Meeting
 4:00 p.m. – 5:15 p.m. NACCS for Beginners
 7:30 p.m. – 9:00 p.m. Welcome Reception
 9:00 p.m. – 10:00 p.m. Caucus Strategy Meetings

Thursday, April 9, 2009

8:00 a.m. – 5:00 p.m. Registration
 8:00 a.m. – 9:00 a.m. Caucus Meetings
 8:30 a.m. – 6:00 p.m. Exhibits
 9:10 a.m. – 10:30 a.m. Session One
 10:40 a.m. – 11:00 a.m. Welcome
 11:00 a.m. – 12:30 p.m. Plenary I: NACCS Plenary
 12:40 p.m. – 2:00 p.m. Session Two
 2:10 p.m. – 3:30 p.m. Session Three
 3:40 p.m. – 5:00 p.m. Session Four
 5:10 p.m. – 6:10 p.m. Foco Meetings
 7:30 p.m. – 8:30 p.m. Receptions
 8:30 p.m. – 10:00 p.m. Joteria Reception

Friday, April 10, 2009

7:30 a.m. – 5:00 p.m. Registration
 8:00 a.m. – 8:55 a.m. Division Meetings
 8:30 a.m. – 6:00 p.m. Exhibits
 9:00 a.m. – 10:20 a.m. Session Five
 10:30 a.m. – 12 noon Plenary II: Student Plenary
 12 noon – 2:00 p.m. Awards Luncheon
 2:10 p.m. – 3:30 p.m. Session Six
 3:40 p.m. – 5:00 p.m. Session Seven
 5:10 p.m. – 6:10 p.m. Caucus Meetings
 6:20 p.m. – 7:20 p.m. Division Meetings
 7:30 p.m. – 8:30 p.m. Reception
 9:00 p.m. – 11:00 p.m. Cultural Night/Open Mic

Saturday, April 11, 2009

8:30 a.m. – 3:00 p.m. Registration
 7:00 a.m. – 7:55 a.m. Foco Meetings
 8:00 a.m. – 8:55 a.m. Caucus Meetings (all)
 8:30 a.m. – 2:30 p.m. Exhibits
 9:10 a.m. – 10:30 a.m. Session Eight
 10:40 a.m. – 12:10 p.m. Plenary III: Chicana Plenary
 12:20 p.m. – 1:40 p.m. Session Nine
 1:50 p.m. – 3:10 p.m. Session Ten
 3:30 p.m. – 4:45 p.m. Business Meeting
 5:00 p.m. – 6:30 p.m. Closing Reception

Highlights:

Wednesday, April 8

7:30-9:00 Welcome Reception. Department of Latino and Hispanic Caribbean Studies, School of Arts and Science, Rutgers University and NACCS.

Performance: A Trio and a dance troupe Xochipilli (Aldo agreed to pay for this but he inquired whether the cost was for both the Trio and Xochipilli).

Thursday, April 9

6:00 pm Reception with the Artist **Manhatitlan Codex:**

An Exhibition by Felipe Galindo

Tuesday, April 7—Friday, May 1

CLAC at 122 College Avenue

College Avenue Campus

Inspired on the ongoing phenomenon of Mexican immigration to the U.S. and drawing on pictorial traditions of Mexico, Manhatitlan Codex explores the concepts of homeland, migration, and globalization. Join us for a conversation with New York-based cartoonist, illustrator and animator Felipe Galindo about his work, as well as a screening of his recent short animated films. Cosponsored by the Department of Latino and Hispanic Caribbean Studies.

7:30-8:30 Graduate Student Reception

8:30-10:00 Joteria Reception

Friday, April 10th

4pm Film Screening and Director's Discussion: Ed Morales and "Whose barrio is it?" Rutgers Student Center, Room 410, College Avenue.

"Whose Barrio?" is an emotionally charged look at the changes in Manhattan's Spanish Harlem as real estate speculation pushes rents and property values past the point of affordability for most area residents. By interviewing long-time East Harlemites and new arrivals, and digging deep into the flavor of a neighborhood long regarded as a cultural homeland for Latinos and other ethnic groups, the film reveals a complex web of individual and community interests.

The movie follows the stories of José Rivera and James Garcia, who represent the old guard and the newcomers in the neighborhood, respectively. Longtime East Harlem tenant James Barrow worries that a series of crane accidents in the city may strike home because of a construction project next door. Organizers for Movement for Justice in El Barrio have come to the aid of tenants in tenement housing now overseen by Dawnay Day Group, a multinational real estate developer with offices in London. Tenant Paula Serrano describes the demonstrations and legal actions taken by the group, and warns

against the changes developers have in store for the neighborhood. City Council member Melissa Mark Viverito engages in dialog with the community over a new development project for El Barrio proposed by the city and wrestles with compromise even as she strives to improve the situation.

7-9pm Nuyorican Poets Café --Cosecha Voices is sponsoring a Chicana/o - Mejjicana/o Night. Writers will include Cosecha Voices students, Emmy Perez, Tato Laviera, Rigoberto Gonzalez, Dr. Edna Ochoa, Dr. Glen Martinez, and others to be determined. Location: 236 E3d St N.Y.C. BetAve B-C Phone: 212-505-8183. Cost: \$10.00- 15.00. Organizer: Tato Laviera. tatolaviera@hotmail.com

Saturday, April 11

Offsite, Time TBA Latino Studies Program, New York University. Invitational Panel and Reception reflecting on the impact of Renato Rosaldo's book, Culture and Truth. Speakers include Ruth Behar, Pat Zavella, Arlene Torres, and Claudio Lomnitz. A rocking reception with live music follows.

5-6:30 pm Recepción de Despedida—Mari Castañeda. Hyatt Hotel.

Arriving to New Brunswick

Newark Airport (EWR) is the primary destination to get to New Brunswick. New Brunswick is roughly 40 mins away using the NJ Transit (train). New York City area airports are as much as 2+ hours using the subway and train.

From EWR to the NJ Transit train station

To reach this station you will need to use the Air-Train. AirTrain is free within the airport, however, once you have exited the stop for the NJ Transit you will need to purchase a ticket to exit the Air-Train station. You can choose to purchase your train ticket prior to reaching the Air-Train waiting area or purchase at the station. The Air-train and the NJ Train stations are linked by a walkway.

To New Brunswick

Available transportation to New Brunswick from the Newark Airport is provided by NJ Transit. Take the train towards Trenton. On the average the train runs every 30 mins from 5:00 a.m. to 2:00 a.m. weekdays. There are 8 stops between EWR and New Brunswick. An adult one way ticket is \$12.75 (includes cost for AirTrain).

2009 Frederick A. Cervantes Student Premio Recipients



Graduate Recipient

Belinda Linn Rincón was born in Pomona, California, but was raised in the Inland Empire (Fontana and Rubidoux, CA). After earning her BA in English and Women's Studies at Vassar College, she returned to her hometown where she taught English at Fontana High School for four years while earning her

secondary teaching credential at Cal State San Bernardino. As a mentor and faculty advisor for MEChA, she worked closely with Chicana/o students to help improve their grades and apply for college.

Inspired by her students' perseverance, she returned to higher education to pursue her own academic goals. She holds a MA in English from Boston College and is currently a Ph.D. candidate in English at Cornell University where she has benefited from the resources of the Latino Studies Program and its small

but committed faculty. She is completing her dissertation which presents a Chicana feminist critique of war and militarism from the Mexican Revolution to the War on Terror. Hoping to contribute to a growing body of work within Chicana/o Studies on war and militarism, she focuses on Chicana and Mexicana literature in order to situate gender at the center of national debates, foreign policy, and social protest. While she understands that the military has shaped Latina/o communities and families (including her own) in complex ways, she remains critical of the ways in which militarism naturalizes disempowering notions of masculinity and femininity, threatens democratic practices, and delimits the meaning of citizenship and national belonging. The current wars in Iraq and Afghanistan compel her inquiry into the militarization of society and how Chicanas/os have contested this process through art and activism.

She lives in Ithaca, New York, with her husband, Rodrigo Rodríguez, and continues to practice a pedagogy informed by the belief that studying the intersecting categories of gender, race, and class enable students to generate new modes of critical analysis.



Undergraduate Recipient

Guadalupe D. Manriquez was born in Guanajuato, Mexico. She immigrated to the United States at the age of five and grew up in Helm, California (a small agricultural town in the Fresno County). Guadalupe is proud to come from a farm work family, the oldest of four,

and is the first in her family to attend a university. Now into her third year at the University of California, Berkeley Guadalupe is double majoring in Ethnic Studies and Political Economies of Industrial Societies with a concentration on U.S.-Mexico Economic Relations with an emphasis on Transnational Gender Dynamics. Her goal is to contribute to the positions of Chican@s/Latin@s in higher education as a faculty mentor, teaching about issues that matter to our communities. Eventually she would like to obtain a law degree and specialize in immigration. Her interest in research and praxis has been fueled by the desire to strengthen and expand Chicana herstories that have been omitted or disregarded in academia. In the summer of 2008, she credits her intellectual curiosity about border studies and Chican@/Latin@ popular culture through a course she

took with Roberto Hernandez (a Ph.D. Candidate in Ethnic Studies and the 2007 Graduate Cervantes recipient). Roberto's course inspired her to examine the current conditions along the U.S.-Mexico border and it was in this space that she became interested in the corrido. It was the omission and negative portrayal of women in both corridos and narco-corridos that developed a greater interest to study this area. Eventually, she would like to conduct ethnographic research on border communities and in Sinaloa, the state that gave birth to corridos, to explore the position of women in the narco-corrido sub-culture. As an undergraduate, NACCS provided her the space to pursue my intellectual endeavors and also to help diminish the disconnect between theory and praxis.

Guadalupe is thankful to her primary mentors, Baltazar and Maria Elena Manriquez who have instilled in her the determination to succeed while reminding her to never forget where she comes from. Guadalupe is also indebted, to her mentor Gabriela Erandi Rico, for not only supporting her academic endeavors but for the strong friendship they share.

Guadalupe is the Outreach Coordinator for the Hispanic Scholarship Fund at UC Berkeley, is an intern for the Educational and Political Awareness at the Raza Recruitment and Retention Center, and finance coordinator for TRENZA (a Chican@/Latin@ support group). She is honored to have been selected for the Cervantes Premio and looks forward in attending NACCS in New Brunswick.

In addition to the advancing community engaged praxis (scholarly, political, and personal), I conscientiously strive to integrate other core values of Chicana/o Studies scholarship in my work and leadership, including the advancement of a complex and theoretically rich understanding of our entire community in which feminist and GLBT perspectives are integral.

DEVON PEÑA,

*Candidate Statement for
NACCS Chair-Elect, 2009-2010*



Describe your past NACCS organizational involvement.

General Coordinator, National Association for Chicano Studies (1989-90).

Secretary, National Association for Chicano Studies (1987-89). Regional Representative (Colorado), National Association for Chicano Studies (1987-89; 1989-90). Co-Chair, Conference Site Committee, National Association for Chicano Studies (1987-88).

More recently, I organized a regional foco conference at UW (2006-07 academic year)

Describe your contributions to Chicana and Chicano Studies.

I have published several well-known and award-winning books and numerous scholarly articles; participation in NACCS since 1975. I have been teaching Chicana/o Studies for 25+ years.

Describe your contributions to advance the interests and needs of the community.

I have a long and wide-ranging record in direct service and advocacy with the community since 1977-78; for e.g., I am considered one of the "founders of the environmental justice movement" and was involved in the 1991 and 2002 EJ Summits; I have and continue to serve as an expert witness in numerous environmental review forums (e.g., landfill permits, zoning law litigation and mediation, etc.). I am now an independent philanthropist and grant-maker working through my family's private non-profit foundation, The Acequia Institute; the Institute is currently funding three fellowships for Chicana/o and mexicana/o graduate students and others from underrepresented groups conducting research on agroecology, environmental justice, and food justice.

MANUEL BARAJAS,

*Candidate Statement for NACCS
At-Large Representative, 2009-2010*



Describe your past NACCS organizational involvement

My involvement in NACCS began while I was a graduate student and I credit NACCS for

much of my success as a committed educator. I have been involved in NACCS since 1999. I am also an active member of my Foco in Northern California. I participate in NACCS regularly as a presenter, but I am also involved in the COMPAS and Community caucuses.

Describe your contributions to Chicana and Chicano Studies

My work in Chicana/o Studies involves my academic work, my teaching, and advocacy for Chicana/o students, faculty and staff, and departments and programs. In terms of my research I am interested in the general topics of social justice, labor migration studies, and race, class, and gender inequality. I recently completed my first book "The Xaripu Community across Borders: Labor Migration, Community, and Family" (forthcoming in the University of Notre Dame Press 2009). Many of the chapters of my book benefited from being presented and receiving comments at NACCS meetings. Since 2002 I have been on the faculty at Sacramento State University—a public university that serves the needs of students such as I might have been as an undergraduate. I am now an associate professor who continues to be committed to service on campus, our communities, and also in our organization.

Describe your contributions to advance the interests and needs of the community

I was born in Jaripe, Michoacan and raised in Stockton, California. I grew up in in farm working family, and experienced the San Joaquin Valley fields from the age of four to the age of twenty. Issues of social justice affecting the Mexican-origin communities were always of tremendous concern, having witnessed first hand the extreme forms of labor exploitation, social rejection fueled in a context of nativistic politics, and social devaluation of nuestra gente irrespective of merits and experience. I believe that Chicana/o scholarship should address the experiences of the most marginalized segments of our communities, and should seek solutions that are informed by their experiences. Currently, I believe our creative energies could help dismantle the oppressive borders that keep our communities divided and unequal and that block people from relating to each other with equality, respect, and fairness across human differences. My work regularly takes place in spaces outside of the university. I work with such groups as the Oaxaca Bi-national Teacher Association, and Migrant Education. I give community presentations on various issues pertaining to immigration, workers rights, and access to educational opportunities. I work with migrant and indigenous groups in California's Central Valley and I see how these concerns have become part of NACCS work as we attempt to embrace the diverse experiences of our communities.

I am a candidate for this position because I think that membership communication can be improved. In this position I aspire to greater representation on the board that seeks to be responsive to member requests/concerns/needs, encouraging a friendly

and constructive discussions among our diverse members, being democratic and affirming of minority voices, and responsible and accountable with the general organizational objectives. I want to count on the membership to determine what I can be to an effective and democratic facilitator for NACCS.

DANIEL ENRIQUE PEREZ,
*Candidate Statement for NACCS
At-Large Representative, 2009-2010*



Describe your past NACCS organizational involvement

Daniel Enrique Pérez is an Assistant Professor of Chicana/o and Latina/o Studies in the Department of Languages

and Literatures at the University of Nevada, Reno. At UNR he is also affiliated faculty in the Gender, Race and Identity Studies Program, chair of the Ethnic Studies Program and coordinator of the Latino Research Center. He has been actively involved in NACCS since 1996. Besides participating at NACCS conferences every year since 1996, he has been an active member of the Rocky Mountain Foco and the Joto Caucus. He served two terms as the chair of the Rocky Mountain Foco. On the national level, he has served on various NACCS committees: the Nominations Committee, the Program Review Committee, and this year he is chairing the Beca for Immigrant Students Committee. He is currently serving on the National Board as an At Large Representative.

Describe your contribution to Chicana and Chicano Studies

Pérez's research focuses on the intersections of gender, ethnicity and sexuality, especially as they pertain to queer Chicana/o identities. His publications include: "Queer Machos: Gender, Sexuality, Beauty, and Chicano/Latino Men" (Hunks, Hotties and Pretty Boys: 20th Century Representations of Male Beauty, 2008); "Dramatizing the Borderlands: Staging Chicana/o and Latina/o Lives and Deaths (Borders on Stage, 2008); "Mi Familia Rara: Why Paco Isn't Married" (Studies in Latin American Popular Culture, 2006); "Masculinity (Re)Defined: Masculinity, Internalized Homophobia, and the Gay Macho Clone in the Works of John Rechy" (Beginning a New Millennium of Chicana and Chicano Scholarship, 2006); and forthcoming: "Entre Machos y Maricones: (Re)Covering Chicano Gay Male (Hi)Stories" (Gay Latino Studies: A Critical Reader); "Deporting Identities: Crossing Borders in Guillermo Reyes' Deporting the Divas" (Bordered Sexualities: Bodies on the Verge of a Nation); and "La búsqueda de la justicia social: La lucha contra el racismo y la homofobia en la novela negra de Michael Nava" (Revista Iberoamericana). His book, Rethinking Chicana/o and Latina/o Popular Culture, is currently in press.

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Describe your contribution to advancing the interests and needs of the community

He holds a B.A. in Mathematics, an M.A. in Comparative Literature and a Ph.D. in Spanish with a specialization in Chicana/o Literature from Arizona State University (2004). He is also the co-founder of Teatro Bravo, a Latino theater company based in Phoenix. He has helped to produce dozens of Chicana/o and Latina/o themed plays in the Phoenix and Reno areas: *Mujeres de Juárez*, *The His-panic Zone*, *Monólogos de la vagina*, and *The Boxcar/El vagón*. He has consistently demonstrated an unyielding commitment to the advancement of Chicana/o scholarship, activism, and our community overall.

MICHAEL HAMES-GARCIA, *Candidate Statement for NACCS* *At-Large Representative, 2009-2010*



Describe your past NACCS organizational involvement

I have been involved with NACCS since the mid-1990s, when I was a graduate student. I saw the Joto Caucus and the

East Coast Foco emerge at that time, and was active in both since their earliest years. I went on to serve two nonconsecutive terms as East Coast Foco Representative on the NACCS Coordinating Committee, from 1999 to 2001 and from 2003 to 2005, and I was the Secretary and Newsletter Editor for NACCS from 2000 to 2001. While I was East Coast Foco rep, NACCS held its first East Coast national conference, in Miami. I also had the opportunity to help edit the NACCS bylaws during my first term on the Coordinating Committee. Since 2005, I have remained active in NACCS and in the Joto Caucus, although not in an official capacity.

Describe your contributions to Chicana and Chicano Studies

Beyond my work for NACCS, I have tried to offer service to Chicana and Chicano studies throughout my career, writing and editing books and organizing conferences related to the field, as well as other, related fields. I am a member of the National Coordinating Team for the Future of Minority Studies Project, Head of the Ethnic Studies Department at the University of Oregon, and Director of the Center for Race, Ethnicity, and Sexuality Studies (CRESS), in addition to serving on the editorial board for *Aztlán: A Journal of Chicano Studies*.

Describe your contributions to advance the interests and needs of the community

I have also been active in efforts to reach beyond the academy, teaching in prisons in New York and serving on the board of one of the largest activist community organizations in my local community in Eugene, Oregon. I hope to help direct NACCS as it continues to lead the way in expanding, transforming, and diversifying the possibilities for Chi-

cana, Chicano, Joto, Xicana/o Indigenous, and Latina/o studies in the twenty-first century. In my view, this has to include more extended challenges to the ongoing projects of U.S. imperialism at home and abroad and coalitional endeavors with oppressed communities that relate to and overlap with our own, including queer, Native American, black, Asian, and feminist communities.

KARLEEN PENDLETON JIMÉNEZ, *Candidate Statement for NACCS* *At-Large Representative, 2009-2010*



Describe your past NACCS organizational involvement

I have participated in NACCS since the 1992 conference in San Antonio. I have attended many of conferences since then,

presenting papers, facilitating workshops, serving on committees (one site committee, and a two year stint as chair of the lesbian caucus), and dancing at the Saturday night Bailes. In particular, I think my greatest contribution to NACCS has been my commitment to the visibility and acceptance of LGBT NACCS members, as well as promoting education and dialogue about homophobia within the organization as a whole.

Describe your contributions to Chicana and Chicano Studies.

I have carried Chicana and Chicano Studies with me to Canada. As an undergraduate in California, I became fixed on the idea posed to me by a couple of my professors - that Chicana and Chicano theory is a body of knowledge and perspective useful to understanding social and historical dynamics around the world. Ideas emerging from our lived experience and research not only help in the survival and flourishing of our own communities, but can also serve as a guide to others invested in social struggles internationally. With this in mind, I drew upon my Chicana and Chicano Studies foundation to inform my work in Canadian urban education and in particular for my research and publications about a Latina Canadian writing community. I contribute a Canadian angle to Chicana and Chicano studies, garnered through an analysis of our field in an international context. Finally, I have also written numerous short stories, zines, a children's book, and film about Chicana butch adventures in the world.

Describe your contributions to advance the interests and needs of the community.

My best skill is my ability to motivate others to write their stories. I believe that the valuing of our words can give us greater individual and community confidence, meaning, power, and healing, as well as important public representation. For nearly 15 years, I have participated in, and led, numerous and varied community workshops and writing groups from a queer youth writing and theatre group in San Diego, to Taco Shop Poets, to women in prison, to Latinas in Toronto.

ANA JUAREZ, *Candidate Statement for NACCS* *Treasurer, 2009-2010*



Describe your past NACCS organizational involvement

I am currently serving as NACCS treasurer (2008-2009), and would be honored to hold the position one more time.

During my tenure as treasurer I have focused on stream-lining accounting policies and procedures, providing more financial information to our members, and fund-raising. I have been attending NACCS on and off since 1984, first as a student, then as a mid-level administrator, and most recently as a professor and scholar. I have regularly presented papers and attended Business and Chicana Caucus meetings. I was invited to be one of the Chicana Caucus Plenary speakers in 2003.

Describe your contribution to Chicana and Chicano Studies

My scholarship on Chicanas and Chicanos dates to 1980, when I began an ethno-history project in Laredo, Texas. After completing my M.A. in anthropology, I took a break from school before starting the Ph.D. program in anthropology at Stanford. My doctoral research focused on race, class, and gender inequality among Mayas in Tulum, Quintana Roo. Since 1996, when I received my Ph.D., I have continued to do research with Mayas and with Chicanas and Chicanos in the U.S. Recent research on Chicanas/os includes gender and sexuality, Latinas/os in education, children's literature, and cemeteries and funerary practices. I have published in *Aztlan*, as well as other journals in anthropology and women's studies. I have directed an NSF-funded ethnographic field school for undergraduates since 2007, including the opportunity for students to publish their research.

Describe your contribution to advancing the interests and needs of the community

My research has often been geared to analyzing current problems related to race, class, gender, sexuality, and globalization. In Quintana Roo I have assisted organizations such as Society of Akumal's Vital Ecology and Global Vision International. I have assisted many student and community organizations, including serving on the Tomas Rivera Mexican American Children's Book Award Committee, on the board of the San Pedro Cemetery Association, and as Associate Editor for *Chicana/Latina Studies: The Journal of MALCS*. I consider serving NACCS as a privilege and an obligation. Organizations like NACCS receive very little institutional support and thus depend on the voluntary contributions of its members. NACCS provides a critical service to scholars of Greater Latin America, and it would be an honor to continue to work toward the growth and institutionalization of this organization. ●

◆ *continued from page 1 (Dr. Steve Casanova, Jan. 22, 2009: Presente)*

Steve in building the Indigenous caucus, developing Indigenous theories and methodologies. NACCS will not be the same without Steve and his cohort of students that he ensured were funded to attend from St. Cloud University in Minnesota. He often had his sons with him, Steve Jr. and Amado. He exposed them to a universe of knowledge, raised them with love and spoke of them with great respect. We were all University of Wisconsin, Madison alums, so when he'd visit while completing our PhDs, we'd catch up about his latest trips into Mexico where students were exposed to epistemologies that emanate from land-based traditions. We would stay up late into the night looking at his video archives of traditional knowledge keepers, or talking about cooking and yerbas and the development of Indigenous knowledge from a hemispheric lens.

He left this world with cantos and flowers. Now his calm turtle spirit will be helping us from el Otro Lado.

Rodriguez: Steve Casanova was a friend and colleague, someone we worked, prayed and shared stories with. He was a scholar and a mentor and a thinker. One could probably also call him a bridge-builder as he straddled the fields of Chicano/Chicana and American Indian Studies. He perhaps would cite his own field as Indigenous Studies.

There are others who could write a more personal story. I have a few memories. One is that while I always noted that we were people of maize, he would always remind me that many Indigenous peoples were people of mesquite... or that mesquite was equally if not more important for some Indigenous peoples, including ones from what is now the Texas region (he was working on a book on this topic). In my disser-

tation, I made sure to note that. When I was blind-sighted by my dissertation committee during my defence, he was one of the elders I called for, for inspiration. His quiet assurance permitted me to go forward, with the knowledge that I didn't have to write about all the misdeeds of Western Civilization, all in the dissertation. That was ceremony.

My last communication was about a book he was working on in regards to food and good eating. He commented on a column I had written on the topic and invited me to assist him in this work. There will always be an empty feeling about that and about the fact that we could have all done more... in regards to his vision of Indigenous Studies. The one thing we did share was the belief that Chicana/Chicano Studies is a sub-discipline of Indigenous Studies, not the other way around.

Fortunately, his name will not be forgotten as the Dr. Stephen Casanova Scholarship fund has been established at Saint Cloud State University. As his colleague, Dr. Semya Hakim, wrote: *"Steve's commitment and passion to the education of all students was well respected, especially his work with Chicano/a & Latino/a students. This scholarship will allow his work to continue."*

Anyone interested in donating to this student scholarship can send checks payable to:

SCSU Foundation – Dr. Stephen Casanova Scholarship
720 4th Avenue S.
St. Cloud, MN 56301

For more info, contact: Dr. Semya Hakim, Co-Advisor,
M.E.Ch.A., St. Cloud State University, 320.308.3264 (office)
612.709.0872, shakim@stcloudstate.edu ●

◆ *continued from page 2 (An Introduction to Community Based Organizations in New Brunswick and the Greater New England Area)*

New Jersey / Lazos América Unida, run by Teresa Vivar, is a New Brunswick organization that advocates for Latina/o immigrant rights as well as does work to support the development of Latina/o cultural tradition and events in New Jersey. Recently, for example, they created a fund to garden marigolds for Day of the Dead celebrations:

<http://dominicanartist.blogspot.com/2007/10/lazos-america-unida.html> Dr. Aldo Lauria-Santiago (Associate Professor and Chair of the Department of Latino and Hispanic Caribbean Studies, Rutgers University – New Brunswick – Piscataway) also reports that the university sends students to be interns at Lazos and collaborates with them in other ways.

Lazos is also a member of the Immigrant Rights Defense Committee of New Jersey

<http://www.marchadeinmigrantes.com/press.htm> (centered in Paterson), including: "The Latino Leadership Alliance of New Jersey (LLANJ)," "Immigrants Public Advocacy Coalition of Trenton

(ImmPACT)," "C.A.T.A. (Farm Workers Support Committee)," "JUBILEE Immigration Task Force," "New Jersey Immigrants Defense Committee," "Hispanic Alliance of Atlantic County (La Alianza Hispana del Condado Atlántico)," "La Organización México-Americana," and the "Conference of Dominican Affairs of New Jersey (La Conferencia de Asuntos Dominicanos de New Jersey)." Organizations such as Lazos are responding proactively to the needs of the immigrant Latina/o populations in New Jersey in a moment when their very rights are under siege.

New York - The New York Immigrant Coalition is an "umbrella policy and advocacy organization for more than 200 groups in New York State that work with immigrants and refugees. As the coordinating body for organizations that serve one of the largest and most diverse newcomer populations in the United States, the NYIC has become a leading advocate for immigrant communities on the local, state, and national levels. The NYIC's membership includes grassroots community organizations, not-for-profit health and human services organiza-

tions, religious and academic institutions, labor unions, and legal, social, and economic justice organizations. With its multi-ethnic, multi-racial, and multi-sector base, the NYIC provides both a forum for immigrant groups to share their concerns and a vehicle for collective action to address these concerns." Please visit <http://www.thenyic.org/> for more information.

New York - Mixteca Organization, Inc., in Brooklyn describes itself as having the "mission ... to empower the Mexican and Latin-American immigrants of the New York area by providing access to services that enhance immigrants' quality of life and will allow them to reach sustainable social and economic development. [They] offer a variety of programs and services that respond to the specific needs of recently arrived immigrant families and aim to build a supportive environment for the growing Mexican and Latin-American immigrant community." Please visit <http://www.mixteca.org/> for more information.

La Union de Comunidad Latina (UCL) is an immigrant-led organization based in Sunset Park, Brooklyn with over 300 members. Their goal is to create a strong base of new immigrants that can ultimately change policy to advance economic and social justice for low-wage workers and their families in the communities in which they live. UCL's organizing model is to support and empower new immigrants, those directly impacted by the policies we work to change.

Mexicanos Unidos is "a not-for-profit volunteer organization, serving the Mexican and Latina/o community in New York City [whose] mission it is to provide HIV / AIDS" education, support and resources for prevention and treatment. Their work has been celebrated by the New York Times. Please visit <http://www.mexicanosunidos.org/otras.html> for more information.

Casa Puebla Nueva York y New Jersey is a far reaching organization (possibly the largest in NY) with the goals of creating ties between people of Mexican descent in the U.S. Northeast and Mexicanos en Puebla, México. Further, the spaces of the organization serve to promote Mexican culture in the U.S. through serving as an art gallery and an organizing space to promote Mexican-owned businesses (even organizing sports leagues!) and offer support to immigrants from Mexico. Please visit <http://www.casapuebla.org/index.html> for more information.

Esperanza del Barrio is a community organizing group founded by five women. "Esperanza now offers a youth group, children's tutoring, legal referrals & advice, and workshops on job skills, leadership development, nutrition, cancer prevention, mental health, parenting skills, and domestic violence." Please visit <http://www.esperanzadelbarrio.org/eng/> for more information.

Asociación Tepeyac was originally founded with money from the Archdiocese of New York and the Jesuits of Mexico to serve the Mexican community in NY. They work to help develop the

basic skills of and provide sustenance for the most needy. Please visit <http://www.tepeyac.org/> for more information.

NYU also offers an impressive list of NY Latina/o rights and other organizations:

- <http://latinostudies.fas.nyu.edu/page/organizations>
- <http://fxgaytan.googlepages.com/mexicannewyorkcity>

Connecticut - Junta for Progressive Action This 40-year-old organization in New Haven was instrumental in promoting the passage of legislation that created a resident ID, for documented as well as undocumented residents of the city. Junta has a long history of activism and support for New Haven's Latina/o residents and has been especially active in the past decade as Connecticut's Latina/o population has exploded. Please visit <http://www.juntainc.org/> for more information.

Connecticut - La Casa Otoñal, also in New Haven, also offers support to New Haven's Latina/o population through providing cultural events aimed at promoting Latina/o cultural unity and bridging intergenerational gaps. Organizations and individuals in New Haven are working hard, thus, to attend to the political and economic needs of the historic and recent Latina/o populations, as well as the cultural and social needs. Please visit <http://www.casaotonal.org/> for more information.

Connecticut - LEAP is an academic enrichment program geared especially for urban children from low income homes – in New Haven, that overwhelmingly means Latina/o and African American. **Ct Assoc. of Latinos in Higher Education** also provides invaluable aid and support to students wishing to attend college. Please visit <http://calahe.org/> for more information.

Final thoughts...

In response to the Long Island, anti-immigrant hate motivated murder of Marcello Lucero, a national organization – **Hispanics Across America** – is seeking to file a wrongful death suit on behalf of Lucero's family. This horrific murder has brought increased attention and pressure to bear on the growing anti-immigrant violence in Long Island and all over the NE / Tri-State region. There is still a lot of work to do, and as the NACCS East Coast Foco, we hope to continue the scholarly and community activism of Chicana/o Studies on this part of the US. We look forward to welcoming you to New Brunswick. For more information about Marcello Lucero's murder, please visit the following links:

- http://www.nydailynews.com/news/ny_crime/2008/11/11/2008-11-11_lynch_mob_kin_may_pay_for_slay_of_marcel-3.html
- http://www.longislandwins.com/blog/in_the_news/marcello_luceros_killing_follo.php
- <http://longislandimmigrantalliance.org/> ●

A Selected Preliminary Program

The complete program with room location will be available at the conference. A listing of all panels will available online by Feb. 28. Program not final.

Session One

Sonidas de/en Resistencia: Reclaiming Space and Empowering Communities through Music

- Topete, Daniel. CSU Los Angeles. "Undocumented Music: L.A. based Hip-Hop and Spoken Word's Struggle for Immigrant Rights."
- Morales, Erika. CSU Los Angeles. "Queen at the Mic: Chicanas in Hip Hop."
- Aguilar, Rudy. U of Minnesota, Minneapolis-St. Paul. "Se Vive y se Baila en El Norte: Exploring Mexican migration to Minnesota through the study of Sonidero."
- Ramirez, Luis. UC Davis. "Hip Hop, Latina/o Youth, and Education."
- Discussant: Viesca, Victor. CSU Los Angeles.

Performance and the Language of Activism: Creating Narratives and Spaces of Transgression

- Urquijo-Ruiz, Rita. Trinity U. "La Vida Loca e Indocumentada: Carlos Manuel's Queer Performance Art."
- Pritchard, Démian. Wesleyan U. "Lengualize This!: Taking a Look at the Spoken Word of Olga García."
- Pedroza, Patricia. Keene State College. "Writing the Search for the Fronteriza and Shifting Voice inside of the Classroom."
- Chair: Mata, Irene. Wellesley College.

Speaking for Themselves: Contemporary Educational Challenges for Chicana/o Students and Parents

- Covarrubias, Alejandro. CSU Los Angeles. "Chicana/o High School 'Push-Outs' speak: Why Chicana/o 'Push-Outs' feel they left School."
- Furumoto, Rosa. CSU Northridge. "Chicana Style Parental Caring in Education."
- Moreno de Thompson, Flora. SJSU. "Skin Deep: the role of Phenotype in the education of Chicana/o College Students."
- Sanchez, Irene. U of Washington. "Fighting to be heard: the educational lives of Chicana/o transfer students."

Planning for Progress: Marginalization and Resistance

- Martinez, Sofia. U of New Mexico. "Color-blind, Color-deaf, and Color-mute: Race and Expertise in a Rule-making Process."
- Valle, Gabriel. SJSU. "The Marginalization effects of development on the Invisible Workforce of the Tahoe Basin."

- Vázquez Castillo, María Teresa. CSU Northridge. "Gentrifying the Latin@ City: the Case of the Broadway District in Downtown Los Angeles."
- Velarde, Michael. Vassar College. "En Nombre del Progreso Derrumban Otra Pared': Colonial discourse and urban 'Redevelopment' in El Segundo Barrio."

Legacies of Marriage, Community, and Sports, 1940s-present

- Gutiérrez, Michelle. UC San Diego. "Tenuous Home Front(s): Latina Military Wives in San Diego, CA."
- Mora, Gregorio. SJSU. "Passion and Sports in the Northern California Colonias, 1940-1965."
- Tabera, Phillip. SJSU. "The Post Chicano(a) Movement, Salinas California 1975 - 1990."

Gender, Anti-Colonialism, and US Chican@/Latin@ Literary Style

- Ontiveros, Randy. U of Maryland. "¡Yanqui Go Home!: Anti-Imperialism and the American Dream in Richard Vasquez's Chicano."
- López, Antonio. George Washington U. "Afro-Latina Modernism: el caso Cubano."
- Machado, Elena. Florida Atlantic U. "En-gendering a Postcolonial, Post-Sixties Vision: Reading Michael Eric Dyson, Juan Flores, David Scott and Ana Menéndez."
- Halperin, Laura. U of North Carolina, Chapel Hill. "Forked harm in Ana Castillo's So Far From God."

Revistas literarias chicanas en español: la lucha por sobrevivir: Puentes y El Novosantanderino

- Gonzalez, Juan Antonio. UT at Brownsville. "El Nuevo Santanderino: manteniendo la cultura chicana fronteriza."
- Rosales, Jesus. Arizona State U. "Puentes: Revista mexico-chicana de literatura, cultura y arte: Creando puentes culturales."
- Cardenas, Cipriano. UT at Brownsville. "Chicano journals in Spanish."

From Santa Barbara to Santa Barbara: The experience on the First PhD Program in Chicana/o Studies

- Calvo, William. UC Santa Barbara. "Studying with Joaquin: El Plan and the illusion of liberation."
- Anguiano, Jose. UC Santa Barbara. "Is 'Chicano' played out?: Re-positioning 'Chicano' in the classroom and the community."
- Ramirez, Marla. UC Santa Barbara. "Accommodating invisibility: The experience of an undocumented graduate student."

- Blanco, Eduardo. UC Santa Barbara. "Culture crash: El Plan and Middle America."

Session Two

From Gallery to Stage to Flea Market: Postmodern Perspectives and Legendary Trajectories in the Arts of Chicano America

- del Bosque, Paul. U of Texas, Austin. "Typography in Latino Media: a map of Representations."
- Reinoza Perkins, Tatiana. U of Texas, Austin. "Pedagogy and Scholarship in 'The Ricardo and Harriett Romo Print Collection'."
- Zapata, Claudia. U of Texas, Austin. "The Transformation and Remembering of Coyolxauhqui in the Works of Alma Lopez."
- Beza, Brenda Y. U of Texas, Austin. "También de dolor se canta: Border Crossings in Lotería Imagery."
- Salinas, Roén R. U of Texas, Austin. "Imagining Xicano Dance."

La Joteria in Print and Film: A Teaching Workshop

- Pendleton Jimenez, Karleen. Trent U. Garcia, Jaime Humberto. UT at Brownsville.

Un Pueblo Unido: Resiliency found in Ethnic Identity and Family Context in Response to Adversity in Higher Education

- Romero, Andrea. U of Arizona. "Development of a critical ethnic consciousness increases undergraduate resilience to discrimination."
- Booth, Melina. U of Arizona. "Development of a critical ethnic consciousness increases undergraduate resilience to discrimination."
- Federico, Jose J. U of Arizona. "Confidence & Consciousness: the Importance of Ethnic Identity to Academic Success in Undergraduates."
- Covarrubias, Rebecca. U of Arizona. "Movin' On Up: How First-Generation-College Students Cope with Academic Success."

Transforming Minds, Transforming Pedagogy: What Works and What Doesn't in Doing Chicano Pedagogy at Predominately White Institutions

- Gonzalez, Juan Carlos. U of Missouri - Kansas City.
- Portillos, Edwardo. U of Colorado - Colorado Springs.
- Nevarez, Carlos. Sacramento State U.

Tejana/o Cultural Expressions

- Cervantes, Marco. U of Texas, San Antonio. "Reassessing Mestizaje as a Paradigm of Resistance: South Park Mexican, Chingo Bling, and the Commodity Fetish in Houston Tejano Rap."
- Rodriguez, Lori B. U of Illinois at Urbana-Champaign. "The Tejana Experience: South Texas Literary and Popular Cultural Production as the Praxis of Third Space Feminism."
- Cantu, Norma. U of Texas, San Antonio. "Being Tejana/o: Tejanidad in South Texas Cultural Practices."
- Baeza, Gabriela. U of Houston. "REcovered Texas Literature by Tejanas."

Chicana Archetypes in Helena María Viramontes' novel "Their Dogs Came With Them" (2007) - Part I: Turtle and Tranquilina

- Avila, Becky. Whitman College. "Chicana Archetypal Representations in Their Dogs Came With Them."
- Leavitt, Julia. Whitman College. "Alternative Endings Spark New Beginnings: Retelling the Myth of La Malinche."
- Soto, Lidiana. U of Oregon. "Their Dogs Came With Them: Historicizing the Mujer Experience in East L.A."
- Discussant: Perez, Daniel Enrique. U of Nevada, Reno.
- Discussant: Valenzuela, Angela. Whitman College.

CHICANA HERSTORY-You've heard "History", Now hear Hers

- Ramirez, Maria. Ohlone College.

Session Three

A Comparative Look at the Experience of Latinos and Latin American Immigrants in the East Coast

- Oboler, Suzanne. John Jay College, City U of New York. "The Larger View."
- Vargas-Ramos, Carlos. Hunter College, City U of New York. "Puerto Ricans."
- Smith, Robert. Baruch College, City U of New York. "Mexican Immigrants and Mexican Americans."
- Decena, Carlos U. Rutgers U—New Brunswick. "Dominicans."
- Berg, Ulla. Rutgers U—New Brunswick. "South Americans."
- Moderator: Lauria Santiago, Aldo. Rutgers U—New Brunswick.

Chicano Studies in the Midwest and Beyond: Articulations of Spirituality, Gender and Sexuality

- Estrada-Perez, Jesus. U of Minnesota. "¿Porque No Popo Y Otro?: the Resistance of Heteronormative Discourse in Ixta and Popo Imagery."
- Henneman, Nicole. U of Minnesota. "Las Posadas: Identity, Resistance, and Adaptation."

- Garthune, Azeta. U of Minnesota. "Women's Human Rights in Argentina and Guatemala: Comparing Responses to Military Violence in the Context of Gender."
- Chair: Bueno, Marianne. U of Minnesota.

Social Engagement and Developing Critical Pedagogies: What Can we Learn from the Ground?

- Cervantez, Karina. UC Santa Cruz. "Theorizing Mother-Daughter Pedagogical Programs."
- Eccleston, Michael. UC Santa Cruz. "Talking Social Change: Men Helping Men."
- Renteria, Larry. Independent Scholar, San Jose, CA. "Talking Social Change: Men Helping Men."
- Rodriguez, Armando. Independent Scholar, San Jose, CA. "Talking Social Change: Men Helping Men."
- Hurtado, Aida. UC Santa Cruz. "What Can We Learn from the Ground?: Social Engagement and Developing Critical Pedagogies."

The Challenges of Immigration and Education for Immigrant Children and Youth

- Gaytán, Francisco. New York U. "Chicano Academic Identities in the Mexican Diaspora: the Experience of Mexican Youth in New York City."
- Martinez, Roberto. City U of New York - Graduate Center. "Exiles from Aztlan: Learning and Theorizing Race in Mexican Immigrant Youth in New York City."
- Ramírez, Marla. UC Santa Barbara. "Undocumented Immigrant College Students: Refusing to be Prisoners in the Land of Freedom."
- Tafoya-Estrada, Rosaura. UC Irvine. "Gender, Culture and Educational Achievement amongst Second Generation Mexican-American Children of Immigrants."

Mobilidades y el Movimiento: Travel, (Dis)Ability and Bilingualism in Chicana/o Cultural Production

- García, Vida Mia. Stanford U. "Native Son/Playing Tourist."
- Madrigal, Doris. Stanford U. "Popular Language as Political Tool: Bilingual Language use in Chicana/o Performance."
- Minich, Julie. Miami U. "'So Much Life in the Still Water': Alex Espinoza and the Claim to Citizenship in the New Global Order."

Session Four

Moving Beyond Borders: the Life and Career of Julian Samora

- Driscoll de Alvarado, Barbara. Anna Maria College. "Julian Samora: a Scholar and Visionary."
- Pycior, Julie Leininger. Manhattan College. "Making History."
- Samora, Carmen. U of New Mexico. "The Legacy of Julian Samora."

The Cosecha Voices Project: Emancipatory Pedagogy for the Migrant Student

- Alvarez, Stephanie. UT - Pan American.
- Laviera, Tato.
- Solis, Silvia. UT - Pan American.
- Martinez, Jose L. Regon One Educational Service Center.
- Undergraduate Migrant Students, UT - Pan American.

Body Troubles: Gender and Representation in Literature and Culture

- Escobar, Lupe. UC Los Angeles. "The Writing Cure: Suturing Memories of Trauma in Martinez's Mother Tongue and Cuadros' City of God."
- Garcia, Mary. UC Santa Barbara. "The Subversive Bodily Underground in Cecille Pineda's Face and Gayl Jones's Corregidora."
- Galarte, Johanna. U of Illinois Urbana-Champaign. "El Sabor del Amor y del Dolor: Gender(ed) Negotiations of Hope and Trauma in Chavala Vargas' Repertoire."
- Isarraras, Daisy. San Francisco State U. "Healing: Latina and Chicana Artists' use of the Female Body and the Earth/Land."

Encabronad@s: Cuentos, Verdades and the Embodied Spaces Between

- Gonzalez, Estella. Cornell U. "Reading of Ladrón a short story."
- Antonio Rodríguez, José. Binghamton U. "Excerpts from Beside the House That Trembles."
- Garcia, Armando. Cornell U. "'You're like an angry Black man': Schooling Brownness and Mental Illness."
- Discussant: Viramontes, Maria Helena. Cornell U.

Session Five

Transgressing Disciplinary Boundaries: Extending the Borders of Chicana/o and Latina/o Studies

- Quintana-Wulf, Isabel. U of Illinois, Urbana-Champaign. "Mapping Border Theory: Disciplinary Boundaries and Interdisciplinary Studies."
- Havlin, Natalie. U of Illinois, Urbana-Champaign. "(Re)visioning Old San Francisco: Histories of Migration and Racialization in the Disciplinary Borderlands."
- Ruiz, Ariana. U of Illinois, Urbana-Champaign. "Donde muchos solo somos/ Actores sin papeles: (Re)articulating the Intersections of Literature, Popular Culture y la Chicana Alternativa."
- Chair: Rodriguez, Richard T. U of Illinois, Urbana-Champaign.
- Discussant: Espinoza, Dionne. CSU Los Angeles.

From Chicano/Puerto Rican Studies to Latino Studies: Looking Back/Looking Forward

- Gonzales, Alfonso. New York U.
- Rocco, Ray. UC Los Angeles.
- Saldana-Portillo, Josefina. New York U.
- Flores, Juan. New York U.

The Media and Film Representations of Gender, Sexuality, and Identities

- Aranda, Anastacio. U of Wisconsin - Whitewater. "La Cultura hegemónica: representaciones de la homosexualidad en el cine Hispano/Latinoamericano."
- Perez, Daniel Enrique. U of Nevada, Reno. "(Re)Examining the Latin Lover: Screening Queer Chicano/Latino Masculinities."
- Rico, Gabriela. UC Berkeley. "Inventing 'the Modern Savage': Representations of Indians in Early 20th Century Mexican Films."
- Saenz, Noelia. U of Southern California. "Reframing 'Spanish' Media: Towards a 'Latin(o) American World Regional Imaginary and Space'."

Making and Riding Waves: A Mini-Documentary on the Impact and Influence of Chicana Lesbian Writers on A Few Chicana/o / Latina/o Scholars in the U.S. Northeast

- Pritchard, Demian. Wesleyan U.
- Evnen, Emily. Wesleyan U.
- Garrison, Alicia. Wesleyan U.

Overcoming the Associate Professor Glass Ceiling: Ongoing Discussion on Issues and Strategies for Faculty of Color

- Castaneda, Mari. U of Massachusetts Amherst.
- Hames-Garcia, Michael. U of Oregon.
- Pérez, Emma. U of Colorado Boulder.

The Last Conquistador

- Valadez, John. PBS/POV. Screening of the 70 minute PBS/POV Documentary with Discussion, Questions and Answers."

Session Six

Marching Students: Chicana/o Identity and the Politics of Education, 1968 & the Present

- Berta-Avila, Margarita. Sacramento State U
- Covarrubias, Alejandro. CSU Los Angeles.
- Solorzano, Daniel. UC Los Angeles.
- Gonzalez, Juan Carlos.
- Chair: Revilla, Anita. U of Nevada, Las Vegas.

Reconsidering Chicana/o Indigeneity from the 19th Century to the Present

- Contreras, Sheila. Michigan State U. "Alurista and the Indigenist Critique of Imperialism."
- Olguin, Ben. U of Texas, San Antonio. "Caballeros and Indians: Race, Place and Ambivalent Indigeneity in 19th- and Early 20th-century Mexican American Memoir, Testimonio and Fiction."
- Cotera, Maria. U of Michigan. "Rethinking Heroic Histories: how Indigenous studies changes the way we read Chicano texts."

Arte Matters: Representation, Institutions, and the Creation of Space

- Marchi, Regina. Rutgers U. "Chicano Studies Outside the Academy: the History and Legacy of U.S. Día de los Muertos Celebrations."
- Mendoza Covarrubias, Alexandra. U of Minnesota, Twin Cities. "Phantom Sightings: the Paradox of Post-Identity Chicana/o Art."
- Shlossberg, Pavel. Montclair State U. "Indigenous Mexican Masks Artists, Ethnic Art Market Elites, Exclusionary Racial Norms, and the Cultural Politics of Authenticity in the United States and Mexico."

RENE NUNEZ POLITICAL ACTION CAUCUS -SPECIAL SESSIONS AND WORKSHOP Workshop Title: "Organizing A Program of NACCS Activist-Scholarship for 2009-2010"

- Chair: Contreras, Raoul. Indiana U Northwest.
- Discussant: Moreno, Jose. Michigan State U.

Documenting Xicano Student Movements in the Midwest: Primary Source Materials and the MSU MEXA

- Mireles, Ernesto. Michigan State U.
- Reyes, Roberto. Michigan State U.
- Martinez, Julio Eli. Michigan State U.
- Alcazar, Gabriella. Michigan State U.
- Gonzalez, Javier. Michigan State U.

Session Seven

Celebration of the 20th Anniversary of Renato Rosaldo's "Culture and Truth: The Remaking of Social Analysis"

- Cotera, Maria. U of Michigan.
- Castellanos, Maria Bianet. U of Minnesota.
- Inda, Jonathan. U of Illinois - Urbana Champaign. Diaz-Barriga, Miguel. Swarthmore College.
- Saldaña-Portillo, Josefina. New York U.
- Lugo, Alejandro. U of Illinois - Urbana Champaign.

Chicanas and Latinas: Constructing Empowering Narratives out of Fragmentation

- Louis, Yvette. New Jersey City U. "The Linguistics of doubleness in Anzaldúa and Morejón."
- Quintanales, Mirtha. New Jersey City U. "Cuban and Cuban-American Memoirs: Texts of Exile, Contexts and Contrasts."
- Rivera-Valdes, Sonia. New Jersey City U. "Memory and Fiction in Los cuatro tiempos de Ana."
- Drago, Margarita. New Jersey City U. "Fragments of Memory: Recollections of Imprisonment."
- Herranz-Brooks, Jacqueline. New Jersey City U. "Taboo Subjects: Fictional and Non-Fictional."

Putos de Pelo Suelto: Gender and Sexual Transgressions in Performance and Visual Culture

- Camacho, Angelica. UC Santa Barbara. "'De Pelo Suelto': Gloria Trevi, Gender/Sexual Negotiation and Popular Culture."
- Pena-Juarez, Josue. U of Oregon. "Lo Más Puto de George Lopez y Ugly Betty: Analyzing imaginings of Queer acts in Latino Comedy Cultural Production."
- Solorzano-Thompson, Nohemy. Whitman College. "Guys Are Dolls: Drag, Gender, and Sexuality in Contemporary Chicano/Latino Performance."
- Thomas, Tashima. San Diego State U. "There will be Ink: Ornamentation, Vampirism, and Sexuality in prescribing new identities in the work of Dr. Lakra."

LA VIDA LOCA: An Apolitical In-Your-Face Odyssey of a Mexican Immigrant. A One-Man Theatre Performance.

- Chavarria, Carlos. Bellarmine U.

Thought Women: "(Re)Constructing Chicana Movimiento Narratives"

- Facio, Elisa. U of Colorado, Boulder.
- Cuevas, Maria. Washington State U, Pullman.
- Espinoza, Dionne. CSU Los Angeles.
- Chair: Montano, Felicia. U of Colorado, Boulder.

Session Eight

Theorizing at the Intersection of Chicana/o Studies and Decoloniality

- Alarcon, Wanda. Binghamton U. "Traces of the Body in the Spirit in Evelina Fernandez' La Virgen de Guadalupe, Dios Inantzin."
- Chavez-Jimenez, Manuel. St. Lawrence U. "Anzaldúa's Turn: Decoloniality and Praxis."
- Soldatenko, Gabriel. Binghamton U. "La Vida Loca: Praxis, the Barrio Streets, and the Prison Industrial Complex."

- Diaz-Sanchez, Micaela. Stanford U. "With Coyolxauhqui in one hand and Yemayá in the other: Performing African Legacies in Chicana Cultural Production."

Prisms of Feminisms and Gendered Imaginaries

- Alvarez Jr., Eddy. UC Santa Barbara. "Transgendero inmigrante y que": Bamby Salcedo, Making the Self and Building Community."
- Bowman, Lapetra. U of Texas, San Antonio. "Su Cuerpo Es Una Bocacalle: Third-space Chicana Feminist Theory in the Flesh, Post-Colonialism, and the R/evolution of Trans-Colonialism."
- Rodriguez, Maria. U of Wisconsin - Whitewater. "The Mirror, Lens, and Prism."
- Roman-Odio, Clara. Kenyon College. "Transnational Alliances, U.S. Third World Feminism, and Chicana Mestizaje in 'Gloria Anzaldúa's Collected Papers(1942-2004)'."

Political and Cultural Influences in Chicana/o Studies

- Garcia, Gilberto. Central Washington U. "The Mainstreaming of Hispanic/Latino Politics: the Retreat from Class and the Triumphalism of Capitalism."
- López, César. San Diego Mesa College. "Place and Memory: a Chicana/o Mural and a Memorial to César E. Chávez at the U of Southern California in the 1990s."
- Lozano, Jessica. SJSU. "The Influence of Marxism in early Chicana/o Political Thought."
- Ruiz, Jason. U of Notre Dame. "U.S. travel to Porfirian Mexico and the Political Life of the 'Unclean' Mexican Body."

¡El Movimiento Sigue! Invigorating the true nature of Chicana/o Studies through Applied Community Based Scholarship

- De La Torre, Adela. UC Davis.
- Munoz, Ed. U of Wyoming.
- Discussant: Pizarro, Marcos. SJSU.
- Chair: Romero, Andrea. U of Arizona.

Ethnic Studies: Past, Present, and Future

- Hernández, Roberto. UC Berkeley. "1968: on Social, Epistemic and Historiographic...Revolutions(?)."
- Olivencia, Nelia. U of Wisconsin - Whitewater. "Yesterday, Today, and Tomorrow (pre 1969 - post 2009): the impact of Chicano (a) Studies and Puerto Rican Studies on our Students, our Community and our People."
- Portillo, Annette. Nevada State College. "The Future of Chicana/o-Latina/o Studies: Building an interdisciplinary Ethnic Studies Program from the Ground Up."
- Sosa-Riddell, Citlali. UC Los Angeles. "Understanding History, Understanding Ourselves: the significance of a 19th century Intellectual Chicano Studies Tradition, 1850-1980."

Crossing borders, Calling Bridges Home: A documentary film by Paola Zaccaria and Daniele Basilio

- Zaccaria, Paola. U of Bari, Italy.

Session Nine

Early Mexican Migrations to the United States, ca. 1848-1920s

- Alonzo, Armando. Texas A&M U. "Mexican Migration and settlements in Texas, 1848-1900."
- Mora-Torres, Juan. DePaul U. "Crossing El Rio Bravo: the first Mexican Migrants to the U.S., 1848-1890."
- Hernandez, Sonia. UT Pan American. "Working-class Fronterizos in a Transitional Borderland: Life, Labor, and Migration in the Norteño Countryside."
- Chair: Hernandez, Jose Angel. U of Massachusetts Amherst. "Questions for future research in early Mexican Migrations."

Assessing Chicano(a) Studies in the California State U System

- Soldatenko, Michael. CSU Los Angeles.
- Arroyo, Luis. CSU Long Beach.
- Rodriguez, David. CSU Northridge.

Mujeres de Maiz: A New Generation of Artist Wombyn (performance)

- Montes, Felicia. CSU Northridge.
- Gonzalez, Martha. U of Washington.
- Alvarez, Tiana. Mujeres de Maiz.

Chicana Trajectories Teaching and Learning to Negotiate Borderlands

- Elenes, C. Alejandra. Arizona State U. "Constructing Borderland Subjectivities in Chicana Feminist Pedagogy."
- Moreno, Melissa. U of Utah. "Chicana educators, cultural citizenship, and pedagogical transgression."
- Pendleton Jimenez, Karleen. Trent U. "Chicana Tomboy: the making of a cartoon."
- Tellez, Michelle. Arizona State U. "Working at the Border: Bi-national Activism and Community Based Change."

Chi-Chi Power: Chicana/o Joto/as and Protruding Bodies Resisting Fatphobia and Seeking Empowerment

- Alvarez Jr., Eddy. UC Santa Barbara.
- Hernandez, Julian. UC Los Angeles.
- Espinoza Cuellar, Juanito. U of Nevada, Las Vegas.
- Tijerina Revilla, Anita. U of Las Vegas, Nevada.
- Chair: Ochoa, Juan. UC Los Angeles.

Contemporary Art: Artistas Neoyorquinos

- Universal, Vargas Suarez. Artist.
- Luciano, Miguel. Artist.
- Amezkua, Blanka. Artist.
- Alba, Elia. Artist.
- Chair: Aranda-Alvarado, Rocio. Jersey City Museum.

Session Ten

Performing Identity through Language and Movement

- Flores-Bayer, Isla. U of Texas, Austin. "The use of the Spanish Subjunctive by Mexican-heritage Spanish Speakers in Austin, TX: Language Contact, Attrition, Variation & Bilingualism."
- Luna, Jennie. UC Davis. "Danza Mexica: History and (Re) emergence of Xicana Indígena Identity."
- Romano Cary, Claudia. U of Texas, San Antonio. "Texas Style: Doing Danza Azteca in South Texas."
- Solórzano, Ramón. U of Massachusetts Amherst. "Para Spanglish, Diga 'Spanglish'?: the problematic incorporation of Latina/o voices in the Automated Self Service Industry."

Approaching an Indigenous Patriarchal and Othered Past: New Interventions in Literature and Theater

- Bankhead, John Stewart. U of North Carolina at Chapel Hill. "Luis Valdez and Chicano Theater: Sacred/Revolutionary—a search for Identity."
- Delfin, Eve. UC Merced. "A Comparison of the Teatro Honest Sancho's Used Car Lot: then and now."
- Milazzo, Marzia. UC Santa Barbara. "Chicanismo meets Zapatismo: Literary Encounters with the Living Maya, Transnational Activism, and Chicano/a Indigenous Identity."

Communities in Recovery: Facing Educational and Legal Challenges through Cultural Production and Community Interventions

- Guizar-Alvarez, Eduardo. Michigan State U. "After Prison: the Implications and Challenges of Re-Entry Programs for Chicanos in Michigan."
- Lopez-Garza, Marta. CSU Northridge. "From Social Science to Film Making: Research on Formerly Incarcerated Women and their Reintegration into the Community."
- Roe, Thomas. Michigan State U. "Southwest Detroit: Contrasting the Successes of the Chicano Community and the Challenges of the City."

El Movimiento Through Theater: Teatro Chicana

- Nuñez, Felicitas. College of the Desert. "A Chicana's perspective on the late 60s."



Contact NACCS:

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Nohemy@naccs.org

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Dr. Julia E. Curry

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naccs@naccs.org

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NACCS 2008 FINANCIAL REPORT

CURRENT ASSETS

	Jan-08	Dec-08
Cash		
Checking	52,231.79	27,598.27
*Certificate of Deposit	30,076.45	0
Money Market	10,228.93	69,433.57
Total Cash	\$92,537.17	\$97,031.84

*CD matured and was transferred to MM account in November.

CURRENT LIABILITIES

Contribution Funds	\$1,140.00
Caucus Dues	\$1,410.00
Foco Rebates	\$1,465.00
Joto Caucus Conference Revenue	\$1,123.00
Total Liabilities	\$5,138.00

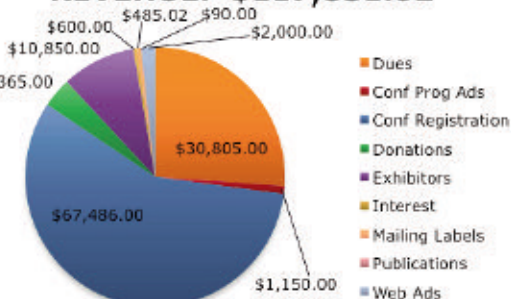
NET ASSETS

TOTAL NET ASSETS \$91,893.84

Revenue

Dues	\$30,805.00
Conf Prog Ads	\$1,150.00
Conf Registration	\$67,486.00
Donations	\$4,365.00
Exhibitors	\$10,850.00
Interest	\$485.02
Mailing Labels	\$600.00
Publications	\$90.00
Web Ads	\$2,000.00
TOTAL	\$117,831.02

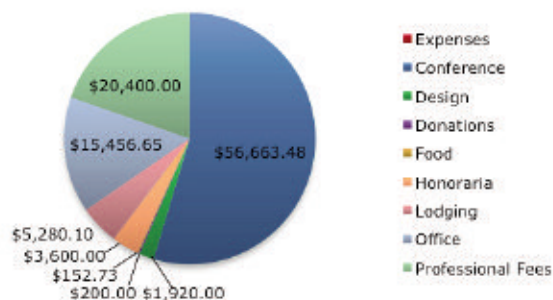
REVENUE: \$117,831.02



Expenses

Conference	\$56,663.48
Design	\$1,920.00
Donations	\$200.00
Food	\$152.73
Honoraria	\$3,600.00
Lodging	\$5,280.10
Office	\$15,456.65
Professional Fees	\$20,400.00
Scholarships	\$1,000.00
Travel	\$4,729.75
TOTAL	\$109,402.71

EXPENSES: \$109,402.71



Conference

Registration	\$67,486.00
Expenses	\$56,663.52
difference	\$10,922.48

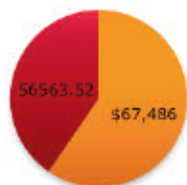
Cost Per Person

\$124.74

Spent on Students

\$8,091.47

Conference Registration and Expenses



■ Revenue ■ Expenses

Conference Expenses

F&B	25,323.45
AV	12,932.95
Reg Pay	1500
Supplies	600
Premios	700
Plaques	942.86
Scholar Lodg	661.25
Fellow Lodg	3541.47
Staff Lodg	1768.82
Staff Travel	1354.42
Parking	300
Printing Prog	4185.3
Design Prog	400
Copies	150
Shipping	0
Band Travel	630
Band F&B	508
Sound Band	600
Reg Reimb	180.00
Bad Debt	285
TOTAL	56,663.52

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E-mail _____

Institutional Affiliation _____

Gender: ☐ Male ☐ Female Year of Birth: _____

<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> K-12 Admin/Teacher
<input type="checkbox"/> Associate Professor	<input type="checkbox"/> High School Student
<input type="checkbox"/> Professor	<input type="checkbox"/> Community
<input type="checkbox"/> Lecturer	<input type="checkbox"/> Retired
<input type="checkbox"/> Graduate Student	<input type="checkbox"/> NACCS Scholar
<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Other _____
<input type="checkbox"/> University Staff/Admin	

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<input type="checkbox"/> Mexico	<input type="checkbox"/> Southern California
<input type="checkbox"/> Midwest	<input type="checkbox"/> Tejas
<input type="checkbox"/> Northern California	

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Awards Luncheon.....\$50.00 _____
 Vegetarian dish _____

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<input type="checkbox"/> \$45,000-\$54,999.....\$80.00	<input type="checkbox"/> NACCS Scholar.....no fee
<input type="checkbox"/> \$55,000-\$64,999.....\$90.00	
<input type="checkbox"/> \$65,000-\$74,999.....\$100.00	<i>See regular membership form for additional member categories available at www.naccs.org.</i>
<input type="checkbox"/> \$75,000 and over.....\$125.00	

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<input type="checkbox"/> Political Economic studies	<input type="checkbox"/> Character/Identity studies
<input type="checkbox"/> Indigenous studies	<input type="checkbox"/> Environment, Place, Culture & Politics
<input type="checkbox"/> Information & Archival studies	<input type="checkbox"/> Institutional Impact & Participataion studies
<input type="checkbox"/> Gender & Sexuality studies	
<input type="checkbox"/> Critical Semiotics	<i>If you wish to be part of more than 1 division add \$10 or \$5 for students to your fees.</i>
<input type="checkbox"/> Social & Cultural studies	
<input type="checkbox"/> Cultural Production	
<input type="checkbox"/> Race/Ethnicity/Natl	

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Caucus participation is optional

\$10.0 per caucus or	<input type="checkbox"/> Chicana	<input type="checkbox"/> Graduate	<input type="checkbox"/> K-12
\$5.00 for students per caucus	<input type="checkbox"/> Community	<input type="checkbox"/> Indigenous	<input type="checkbox"/> Lesbian
	<input type="checkbox"/> COMPAS	<input type="checkbox"/> Joto	<input type="checkbox"/> Student

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 Division Dues: \$ _____
 Caucus Dues: \$ _____
 Awards Banquet: \$ _____
 Donation: \$ _____
TOTAL: \$ _____

Hotel information available at www.naccs.org.

Limited space available. Make your reservations by March 14, 2009 to receive conference discount.

REFUNDS

Requests for refunds must be submitted in writing postmarked by March 14, 2009. A \$25.00 service fee will be deducted from all registration fees. No refund requests will be accepted after this deadline.